

External Review Team Process

Office of Federal and State Accountability Division of Accountability



FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: Lake City Elementary School

District: Florence School District Three

Principal: Renee' Kirby

Superintendent: Beth M. Wright

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

The following information must be included in the rationale:

- **Summary of demographic information from 2007 School Report Card**
 - **School Profile (students, teachers, school)**
 - **Population diversity (refer to Performance of Student Groups)**
 - **Free/reduced lunch (refer to Performance of Student Groups)**
 - **Three years of data in chart format with brief explanation of data**
 - **Test Data (PACT/HSAP/EOC Exams)**
 - **Graduation rate (if applicable)**
 - **Additional data pertinent to your school**
 - **Summary of process used to develop the FSRP and the persons involved**
 - **Narrative of how selected goals will enable the school to meet expected progress**
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Summary of Demographics

Lake City Elementary School, 4K-5th grade, is a Title I school in lower Florence County with a report card Absolute rating of Unsatisfactory and an Improvement rating of Below Average. Our 2007 School Report Card indicates 466 students, 5K-5th grade, with a 95.7% attendance rate. There are 31 certified teachers with an attendance rate of 94%. The principal has one year of experience at the school. The student-teacher ratio is 19 to 1. The prime instructional time is 88.2%. The school is primarily African American, 98.9%, and the free/reduced lunch status is 99.2%.

Three Years of Data

PACT: English Language Arts (percent of students)

Grade	Below Basic			Basic			Proficient			Advanced		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
3	45.9	39.5	35.0	27.9	46.1	46.7	21.3	14.5	16.7	4.9	0.0	1.7
4	40.8	28.8	49.2	52.1	45.8	33.8	7.0	18.6	16.9	0.0	6.8	0.0
5	47.9	40.9	42.9	43.7	56.1	46.9	8.5	3.0	10.2	0.0	0.0	0.0

PACT: Math (percent of students)

Grade	Below Basic			Basic			Proficient			Advanced		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
3	45.2	48.7	55.9	48.4	48.7	35.6	3.2	2.6	5.1	3.2	0.0	8.5
4	64.8	52.5	58.5	31.0	32.2	33.8	4.2	10.2	6.2	0.0	5.1	7.7
5	45.1	60.6	71.4	46.5	33.3	24.5	4.2	6.1	2.0	4.2	0.0	4.1

PACT: Science (percent of students)

Grade	Below Basic			Basic			Proficient			Advanced		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
3	71.0	80.3	56.7	24.2	17.1	36.7	4.8	2.6	6.7	0.0	0.0	0.0
4	83.1	71.2	69.2	16.9	23.7	24.6	0.0	0.0	4.6	0.0	5.1	1.5
5	67.6	81.8	72.0	22.5	16.7	28.0	2.8	1.5	0.0	7.0	0.0	0.0

The test data shown above indicates a continued need to focus on improving English Language Arts, Mathematics, and Science. Analyzing the Below Basic columns indicates a fluctuation in percentages, all of which are still too high.

Over the last three years, the range of Below Basic scores in ELA is 28.8% to 49.2%, in Math is 45.1% to 71.4%, and in Science is 56.7% to 83.1%. There were decreases in the ELA Below Basic percentages in Grade 3 from 2005 through 2007. Below Basic in Math has steadily increased from 2005-2007, which is a major concern. In Science, in the Below Basic columns, there was a steady decrease in grade 3 and grade 4, however the percentages are still too high.

When analyzing the Proficient and Advanced columns, the data indicates the percentages are still too low. In ELA, when following student to student across the years, there is a steady decrease in percentages of students scoring Proficient and Advanced from grade 4 to grade 5. In Math, particularly in 2007, there were more students scoring Advanced, which is a positive, but still not enough. In Science, there were increases in the 2007 Proficient rating in grade 3 and grade 4.

Overall, there are very few, if any students, scoring Proficient or Advanced in Reading, Math, or Science. There is not a continued increase when moving from grade level to grade level matching student to student.

Additional information that should be known about Lake City Elementary School is that Satisfactory Implementation was met through the ERT review process in 2006-2007 and 2007-2008 school years. For the upcoming ERT review process, we will again use the Measures of Academic Progress (MAP) to determine whether our goals have been met.

Summary of Process

In developing this focus plan, the staff and School Improvement Council Planning Committee gave input, an examination of the data from the Absolute Value Calculator was considered, a review of the PACT data and the latest MAP data were analyzed by the Leadership Team, and a review of this year's focus plan were all considered. Based on the input and test data analysis results, the greatest needs remain in the areas of reading, math, and science.

Results from the Absolute Value Calculator for the **2006-2007** Absolute Value Calculation of **2.4**, up from 2.3:
For Elementary Schools based on PACT scores

	5	4	3	2	1	Total Students	
ELA	0	28	80	33	46	188	2.468085
Math	1	10	73	55	47	188	2.239362
Sci	2	19	70	77	18	187	2.502674
SS	2	16	90	62	16	187	2.588235

Projection

2.4

Expected Absolute Value Rating for 2007-2008 is 2.6.

Needed Growth in the areas of ELA, Math and Science for the school year **2008-2009**, using the Absolute Value Calculator:

For Elementary Schools based on PACT scores

	5	4	3	2	1	Total Students	
ELA	2	42	100	41	36	221	2.696833
Math	4	12	124	40	37	221	2.520362
Sci	4	27	109	75	10	221	2.782805
SS	2	16	126	62	16	221	2.678733

Projection

2.7

With 221 third through fifth grade students expected to take PACT in May 2008, the above calculations are what is needed to make the 2.7 Absolute Value Rating. This is a minimum of 64.25% of the students making Basic or above, in the combinations above. **This 64.25% of the students is how the 65% of the students, which is 144 out of 221 expected students taking PACT next school year, was determined for all three student achievement goals.**

Narrative

The three student achievement goals selected for this focus plan will move the school closer to meeting the expected progress by determining the percentage points per student needed to move from one PACT rating to the next and monitoring the gains on MAP testing. All three goals work specifically with implementing instructional strategies that will improve student achievement thereby improving PACT scores. The two principal goals were selected based on the fact that the data collected needs to be analyzed, monitored, and used appropriately in order to move student achievement forward. Using the data properly will identify possible areas needed to be addressed through professional development opportunities. Small group instruction, the use of manipulatives, and the use of hands-on science activities are all strategies that need to continue to be addressed with the staff at Lake City Elementary School. These are all areas that are in the beginning stages of implementation and still require a great deal of monitoring to ensure they are being done consistently within each classroom.

The three student achievement goals:

Goal 1: By April 1, 2009, 70% of the targeted students in grades 3-5 will demonstrate an average increase in their over all MAP Reading score by the predetermined growth rate as measured by the Spring MAP test. Reading achievement calculations were determined according to NWEA National Growth Norms.

Grade 3	11 points
Grade 4	9 points
Grade 5	8 points

Goal 2: By April 1, 2009, 70% of the targeted students in grades 3-5 will demonstrate an average increase in their over all MAP Math score by the predetermined growth rate as measured by the Spring MAP test. Math achievement calculations were determined according to NWEA National Growth Norms.

Grade 3	13 points
Grade 4	11 points
Grade 5	11 points

Goal 3: By April 1, 2009, 70% of the targeted students in grades 3-5 will demonstrate an average increase in their over all MAP Science score by the predetermined growth rate as measured by the Spring MAP test. Science achievement calculations were determined according to NWEA National Growth Norms.

Grade 3	11 points
Grade 4	9 points
Grade 5	9 points

School Timeline

Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:

- All information that is pertinent to the implementation of the FSRP
- Testing (MAP, Benchmark, etc.)
- Disaggregation and ongoing utilization of data to guide instruction
- Professional development that needs to be scheduled
- Implementation/monitoring of specific strategies

<p><u>May 2008</u></p> <ul style="list-style-type: none"> Survey staff for professional development needs Analyze information Begin looking for professional development opportunities <p><u>July 2008</u></p> <ul style="list-style-type: none"> Develop schedules to include small group instruction Begin creating professional development plan Develop formal observation schedule Develop schedule for teachers to meet with data notebooks <p><u>August 2008</u></p> <ul style="list-style-type: none"> Teachers develop schedules for small group instruction Set up data notebooks Set up walkthrough notebook Print all Spring 2008 scores for each teacher's comparisons with Fall test scores Begin Leadership Team meetings Form collaborative groups Begin cluster meetings Schedule initial PACT data meeting 	<p><u>September 2008</u></p> <ul style="list-style-type: none"> All small group instruction begins Administer Fall MAP tests, ELA, Math, Science Enter results into database Teachers begin data collections and analysis Continue planning professional development. Begin model lessons by Master Teachers Begin school-wide reading challenge <p><u>October 2008</u></p> <ul style="list-style-type: none"> Begin Dibels testing Continue meeting with teachers looking at data and trends in data. Continue planning professional development. Meet with teachers to discuss goal setting with students <p><u>November 2008</u></p> <ul style="list-style-type: none"> Continue meeting with teachers looking at data and trends in data. Continue planning professional development. 	<p><u>December 2008</u></p> <ul style="list-style-type: none"> Administer Winter MAP tests Continue meeting with teachers looking at data and trends in data. Continue planning professional development. <p><u>January 2009</u></p> <ul style="list-style-type: none"> Continue meeting with teachers looking at data and trends in data. Continue planning professional development. <p><u>February 2009</u></p> <ul style="list-style-type: none"> Continue meeting with teachers looking at data and trends in data. <p><u>March 2009</u></p> <ul style="list-style-type: none"> Analyze data and finalize plan. Continue meeting with teachers looking at data and trends in data. Administer Spring MAP tests <p><u>April 2009</u></p> <ul style="list-style-type: none"> Continue meeting with teachers looking at data and trends in data. Curriculum Night <p><u>May 2009</u></p> <ul style="list-style-type: none"> Administer PACT Continue meeting with teachers looking at data and trends in data.
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1: Goal 1: By April 1, 2009, 70% of the targeted students that scored Below Basic or Basic on 2008 PACT in grades 3-5 will demonstrate an average increase in their over all MAP Reading score by the predetermined growth rate as measured by the Spring MAP test. Reading achievement calculations were determined according to NWEA National Growth Norms.

Grade 3	11 points
Grade 4	9 points
Grade 5	8 points

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Cluster groups will be formed and will meet weekly for professional development on research based strategies, small group instruction and presenting instructional content.	Principal Master Teachers Leadership Team	August 2008	<p>Cluster groups will analyze student trends in relationship to growth due to the use of research based strategies, small group instruction, and presenting instructional content.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Trend Charts will be kept in the teachers' data notebooks. These will be analyzed each week in cluster to make adjustments to classroom instruction. (Master Teachers/Classroom Teachers, Leadership Team) • Growth Charts/ Student Goal Contracts will be used in individual student conferences to establish goals and guidelines for each student. (Classroom Teachers/Master Teachers/Leadership Team) • Cluster meeting records and agendas will be used each week to ensure the teachers have the critical attributes needed for maximizing effectiveness of the strategy. (Master Teachers/Leadership Team) • Leadership Team Logs will be used to ensure the team's focus continues to be on field testing the strategy and making adjustments according to student trends. (Principal) • Focused walk through observations will be used to guide individual teacher conferences. These conferences will focus on sound instructional pedagogy from the instructional rubric.

			<p>(Leadership Team)</p> <ul style="list-style-type: none"> • Classworks reports will be used to individualize the prescriptive remediation and acceleration programs for students. • Dibels reports will be used by the Leadership Team and Teaching Staff to benchmark student progress in between MAP testing. (Dibels Team) • The Des Carte will be used to develop portfolios for each child to ensure individual instruction that will increase student achievement. These will be reviewed with children each MAP benchmark testing. (Classroom teachers/Master Teachers/Intervention Teachers/Principal) <p>Students not making gains by December of 2008 will be scheduled for an intervention block at the end of the day, as well as an extra 45 minute period of Classworks.</p> <p>Responsible – Principal/Master Teachers/ Leadership Team/ Interventionist/Related Arts Teachers</p>
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<p>2. Cluster meetings will provide professional development on research based strategies, small group instruction and presenting instructional content.</p>	<p>Master Teachers Leadership Team Principal</p>	<p>August 2008</p>	<p>Cluster groups will analyze student trends in relationship to growth due to the use of research based strategies, small group instruction, and presenting instructional content.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Trend Charts will be kept in the teachers' data notebooks. These will be analyzed each week in cluster to make adjustments to classroom instruction. (Master Teachers/Classroom Teachers, Leadership Team) • Growth Charts/ Student Goal Contracts will be used in individual student conferences to establish goals and guidelines for each student. (Classroom Teachers/Master Teachers/Leadership Team) • Cluster meeting records and agendas will be used each week to ensure the teachers have the critical attributes needed for maximizing effectiveness of the strategy. (Master Teachers/Leadership Team) • Leadership Team Logs will be used to ensure the team's focus continues to be on field testing the strategy and making adjustments according to student trends. (Principal) • Focused walk through observations will be used to guide individual teacher conferences. These conferences will focus on sound instructional pedagogy from the instructional rubric. (Leadership Team) • Classworks reports will be used to individualize the prescriptive remediation and acceleration programs for students. • Dibels reports will be used by the Leadership Team and Teaching Staff to benchmark student progress in between MAP testing. (Dibels Team) • The Des Carte will be used to develop portfolios for each child to ensure individual instruction that will increase student achievement. These will be reviewed with children each MAP benchmark testing. (Classroom teachers/Master Teachers/Intervention Teachers/Principal) <p>Students not making gains by December of 2008 will be scheduled for an intervention block at the end of the day, as well as an extra 45 minute period of Classworks.</p>
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<p>3. All ELA teachers will provide small group instruction daily to all students grades 5K-5.</p>	<p>ELA Teachers Principal</p>	<p>August 2008</p>	<p>Small group instruction will provide the teacher with the opportunity for differentiation of instruction for all students. Small group instruction will allow students to progress at an individual rate.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Lesson plans will be reviewed each week to provide feedback on small group instruction. • Running records will be completed by the classroom teachers weekly. These will be used as an assessment to track student progress. • Walk through observations will be used to develop coaching sessions for teachers. • Teacher made pre and post tests will be used to monitor student progress. (Classroom Teachers/Master Teachers) • Classworks reports will be used to individualize the prescriptive remediation and acceleration programs for students. (Leadership Team/Master Teachers) • Dibels reports will be used by the Leadership Team and Teaching Staff to benchmark student progress in between MAP testing. (Dibels Team) <p>Students who are not making progress by November will be assigned to an intervention team. District developed intervention lessons will be used along with the Des Carte in order individualize instruction. Students will be assigned an additional Classworks session.</p> <p>Responsible – Classroom Teachers/Leadership Team/Master Teachers/Principal</p>
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<p>4. All ELA teachers will observe model lessons by Master Teachers using small group instruction monthly.</p> <ul style="list-style-type: none"> Teachers will complete observation form noting the impact of instruction on student engagement and mastery. Teachers will identify critical attributes of presenting instructional content and grouping during the model. Collaborative groups will compare observations in curriculum meetings each week. 	<p>ELA Teachers Master Teacher Principal</p>	<p>Sept. 2008</p>	<p>In all new learning the clear model and dialogue will provide teachers an opportunity to process the information.</p> <p>Documentation</p> <ul style="list-style-type: none"> Observation forms will be completed by the classroom teachers and reviewed weekly by the Leadership Team to develop coaching plans. Focused walk through observations will be completed by the Leadership Team and reviewed on a monthly basis in order to adjust model lesson for areas of need. <p>Teachers still struggling with the elements of small group instruction will be provided additional in-service and coaching.</p> <p>Responsible – ELA Teachers, Principal, Master Teachers, Leadership Team</p>
<p>5. All ELA teachers will maintain a data notebook with the following:</p> <ul style="list-style-type: none"> PACT results, if available, MAP results, STAR Reading results, Student trend sheets, pre/post test results, reading/writing conference sheets, goal setting forms Dibels reports Running Records Classworks reports 	<p>ELA Teachers</p>	<p>Sept. 2008</p>	<p>The teachers need to analyze a variety of data to monitor reading progress and determine individual and/or group needs.</p> <p>Documentation</p> <ul style="list-style-type: none"> Trend Charts will be kept in the teachers' data notebooks. These will be analyzed each week in cluster to make adjustments to classroom instruction. (Master Teachers/Classroom Teachers, Leadership Team) Growth Charts/ Student Goal Contracts will be used in individual student conferences to establish goals and guidelines for each student. (Classroom Teachers/Master Teachers/Leadership Team) Data meetings will be held with individual teachers and the Leadership Team to analyze student progress. <p>Students not meeting progress by November will be placed in on intervention teams as well as receive an additional 45 minutes of Classworks each week.</p> <p>Responsible – ELA Teachers/Master Teachers/Principal</p>

<p>7. Students will participate in a school-wide Reading challenge. Each student will set an individual goal. This will be monitored monthly.</p> <ul style="list-style-type: none"> • Students will set individual monthly goals with Media Specialist. • Media Specialist will post/chart/display progress towards meeting the goal monthly • Administrative team will announce status of the reading challenge. • Classroom teachers will provide students with reading log to monitor amount of reading time and scores on tests. • Classroom teachers and Media Specialist will hold individual reading conferences with students. 	<p>Media Specialist Principal Classroom Teachers</p>	<p>Sept. 2008</p>	<p>Students need the time to practice reading in order to develop proficiency.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Reading Logs will be reviewed by the Media Specialist on a monthly basis and challenges will be set for students to increase reading time. • Reading conference sheets and running records will be used to monitor and track student progress by the classroom teacher and the Media Specialist. <p>Students not making progress will be scheduled for an extra period of intervention time in the afternoon with the Media Specialist.</p> <p>Responsible – Media Specialist/Classroom Teacher/Principal</p>
<p>8. Administer Reading MAP testing in Fall, Winter, and early Spring. Results will be analyzed and next steps will be determined.</p>	<p>Principal Leadership Team Classroom Teachers Reading Intervention Teacher Related Arts Teachers</p>	<p>Sept. 2008</p>	<p>Reading must be monitored to determine progress and data analyzed to determine next steps to ensure student achievement continues to improve.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Data sheets will be completed after each administration of the MAP test in order to look at RIT bands in Des Carte to develop portfolio for each child. • Intervention lessons will be used by Reading Interventionist to enhance proficient and advanced student performance. • Leadership Team will conduct individual teacher conferences to plan for changes in instruction due to progress made on MAP test. • Goal setting conferences will be help with each child to challenge student progress. <p>Students who do not make gains by December administration of MAP will be assigned additional Classworks Lab time and Intervention time with Special Area Teachers/Intervention Teacher.</p> <p>Responsible – Principal/Classroom Teacher/ Leadership tam/Reading Intervention Teacher/Related Arts Teachers</p>

<p>9. Reading Interventionist will work with selected students to provide additional 40 minutes of small group instruction to increase proficiency levels.</p>	<p>Reading Interventionist Leadership Team Principal</p>	<p>September 2008</p>	<p>Children scoring at the basic and above levels will benefit from additional instruction to enhance proficiency levels.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Lesson Plans will be reviewed by Leadership Team and coaching sessions will be developed. • Projected MAP Proficiency levels from Dynamic Suites will be used to identify areas of need. • Trend Charts will be kept in the teachers' data notebooks. These will be analyzed each week in cluster to make adjustments to classroom instruction. (Master Teachers/Classroom Teachers, Leadership Team) • Growth Charts/ Student Goal Contracts will be used in individual student conferences to establish goals and guidelines for each student. (Reading Interventionist/Master Teachers/Leadership Team/Principal) <p>Students not making gains by December will be scheduled for 45 minutes of extra Classworks and an extra session of intervention in the afternoon block with Related Arts or Classworks Lab Instructor.</p> <p>Responsible – Principal/Classroom Teacher/ Leadership tam/Reading Intervention Teacher/Related Arts Teachers</p>
<p>10. Monthly curriculum nights will be held. Academic Expo will be held at the end of the year.</p>	<p>Classroom Teachers Master Teachers Principal Assistant Principal</p>	<p>Sept. 2008</p>	<p>Monthly curriculum nights will increase parental awareness and involvement in student achievement.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Teachers will turn in agendas outlining the standards and strategies to be presented each month. • Standards presented will be aligned to pre and post test given during the month. Data will be charted to analyze impact. <p>Follow up strategies will be compiled and presented during Saturday School.</p> <p>Responsible Principal/Master Teachers/Classroom Teachers/Assistant Principal</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 2: By April 1, 2009, 70% of the targeted students that scored Below Basic or Basic on 2008 PACT in grades 3-5 will demonstrate an average increase in their over all MAP Math score by the predetermined growth rate as measured by the Spring MAP test. Math achievement calculations were determined according to NWEA National Growth Norms.

Grade 3	13 points
Grade 4	11 points
Grade 5	11 points

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. All Math teachers will use math manipulatives in 75% of their weekly math lessons.	Classroom Teachers Math Teachers/ Principal	August 2008	<p>Students need to understand math concepts through use of manipulatives.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Lesson plans will be reviewed by the Leadership Team in order to plan coaching sessions in areas of need. • Walk through observations will be conducted by the leadership team and reviewed in order to plan model lessons in areas of need. • Trend sheets will be analyzed in cluster to assess the impact of manipulatives on student achievement. • Pre and post test will be analyzed to monitor the progress of students. <p>Students not making progress by October will be assigned an additional 45 minute session in Classworks. These students will also participate in afternoon intervention block.</p> <p>Responsible – Master Teachers/Principal/Classroom Teachers/Leadership Team/Related Arts/Intervention Teacher</p>

<p>2. Cluster groups will meet weekly for professional development on small group instruction, use of manipulatives, and problem solving strategies.</p>	<p>Principal</p>	<p>August 2008</p>	<p>Cluster groups will analyze student trends in relationship to growth due to the use small group instruction, manipulatives, and problem solving strategies.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Trend Charts will be kept in the teachers' data notebooks. These will be analyzed each week in cluster to make adjustments to classroom instruction. (Master Teachers/Classroom Teachers, Leadership Team) • Growth Charts/ Student Goal Contracts will be used in individual student conferences to establish goals and guidelines for each student. (Classroom Teachers/Master Teachers/Leadership Team) • Cluster meeting records and agendas will be used each week to ensure the teachers have the critical attributes needed for maximizing effectiveness of the strategy. (Master Teachers/Leadership Team) • Leadership Team Logs will be used to ensure the team's focus continues to be on field testing the strategy and making adjustments according to student trends. (Principal) • Focused walk through observations will be used to guide individual teacher conferences. These conferences will focus on sound instructional pedagogy from the instructional rubric. (Leadership Team) • Classworks reports will be used to individualize the prescriptive remediation and acceleration programs for students. • The Des Carte will be used to develop portfolios for each child to ensure individual instruction that will increase student achievement. These will be reviewed with children each MAP benchmark testing. (Classroom teachers/Master Teachers/Intervention Teachers/Principal) <p>Students not making gains by December of 2008 will be scheduled for an intervention block at the end of the day, as well as an extra 45 minute period of Classworks.</p> <p>Responsible – Principal/Master Teachers/Classroom Teachers</p>
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<p>3. Cluster meetings will provide professional development on research based problem solving strategies, small group instruction and use of manipulatives.</p>	<p>Master Teachers Classroom Teachers Leadership Team Principal</p>	<p>August 2008</p>	<p>Cluster groups will analyze student trends in relationship to growth due to the use of research based strategies, small group instruction, and presenting instructional content.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Trend Charts will be kept in the teachers' data notebooks. These will be analyzed each week in cluster to make adjustments to classroom instruction. (Master Teachers/Classroom Teachers, Leadership Team) • Growth Charts/ Student Goal Contracts will be used in individual student conferences to establish goals and guidelines for each student. (Classroom Teachers/Master Teachers/Leadership Team) • Cluster meeting records and agendas will be used each week to ensure the teachers have the critical attributes need for maximizing effectiveness of the strategy. (Master Teachers/Leadership Team) • Leadership Team Logs will be used to ensure the team's focus continues to be on field testing the strategy and making adjustments according to student trends. (Principal) • Focused walk through observations will be used to guide individual teacher conferences. These conferences will focus on sound instructional pedagogy from the instructional rubric. (Leadership Team) • Classworks reports will be used to individualize the prescriptive remediation and acceleration programs for students. • The Des Carte will be used to develop portfolios for each child to ensure individual instruction that will increase student achievement. These will be reviewed with children each MAP benchmark testing. (Classroom teachers/Master Teachers/Intervention Teachers/Principal) <p>Students not making gains by December of 2008 will be scheduled for an intervention block at the end of the day, as well as an extra 45 minute period of Classworks.</p> <p>Responsible – Master Teachers</p>
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4. All Math teachers, grades 3-5, will teach Math Problem Solving Strategies.	Classroom Teachers/ Master Teachers Leadership Team	Sept. 2008	<p>The district developed problem solving approach to teaching problem solving will provide students with a variety of strategies to solve problems.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Lesson plans will be review each week to provide feedback on small group instruction. • Focused walk through observations will be used to guide individual teacher conferences. These conferences will focus on sound instructional pedagogy from the instructional rubric. (Leadership Team) • Trend Charts will be kept in the teachers' data notebooks. These will be analyzed each week in cluster to make adjustments to classroom instruction. (Master Teachers/Classroom Teachers, Leadership Team) • Growth Charts/ Student Goal Contracts will be used in individual student conferences to establish goals and guidelines for each student. (Classroom Teachers/Master Teachers/Leadership Team) <p>Students not making progress by October will be scheduled for an additional Classworks session and intervention block instruction</p> <p>Responsible – Math Teachers/Master Teachers</p>
5. All Math teachers will provide small group instruction daily to all students grades 5K-5.	Classroom Teachers Leadership Team Principal	August 2008	<p>Small group instruction will provide the teacher with the opportunity for differentiation of instruction for all students. Small group instruction will allow students to progress at an individual rate.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Lesson plans will be reviewed each week to provide feedback on small group instruction. • Walk through observations will be used to develop coaching sessions for teachers. • Teacher made pre and post tests will be used to monitor student progress. (Classroom Teachers/Master Teachers) • Classworks reports will be used to individualize the prescriptive remediation and acceleration programs for students. (Leadership Team/Master Teachers) <p>Students who are not making progress by November will be assigned to an intervention team. District developed intervention lessons will be used along with the Des Carte in order individualize instruction. Students will be assigned an additional Classworks session.</p> <p>Responsible – Classroom Teachers/Leadership Team/Master Teachers/Principal</p>

<p>6. All Math teachers will observe model lessons by Master Teachers using small group instruction monthly.</p> <ul style="list-style-type: none"> Teachers will complete observation form noting the impact of instruction on student engagement and mastery. Teachers will identify critical attributes of presenting instructional content and grouping during the model. Collaborative groups will compare observations in curriculum meetings each week. 	<p>Principal Master Teachers Classroom Teachers</p>	<p>Sept. 2008</p>	<p>In all new learning the clear model and dialogue will provide teachers an opportunity to process the information.</p> <p>Documentation</p> <ul style="list-style-type: none"> Observation forms will be completed by the classroom teachers and reviewed weekly by the Leadership Team to develop coaching plans. Focused walk through observations will be completed by the Leadership Team and reviewed on a monthly basis in order to adjust model lesson for areas of need. <p>Students who are not making progress by November will be assigned to an intervention team. District developed intervention lessons will be used along with the Des Carte in order individualize instruction. Students will be assigned an additional Classworks session</p> <p>Responsible – Classroom Teachers, Principal, Master Teachers, Leadership Team</p>
<p>7. All Math teachers will maintain a data notebook with the following:</p> <ul style="list-style-type: none"> PACT results, if available, MAP results, STAR Math results, Student trend sheets, pre/post test results, reading/writing conference sheets, goal setting forms Classworks reports 	<p>Classroom Teachers Master Teachers Principal</p>	<p>Sept. 2008</p>	<p>The teachers need to analyze a variety of data to monitor reading progress and determine individual and/or group needs.</p> <p>Documentation</p> <ul style="list-style-type: none"> Trend Charts will be kept in the teachers' data notebooks. These will be analyzed each week in cluster to make adjustments to classroom instruction. (Master Teachers/Classroom Teachers, Leadership Team) Growth Charts/ Student Goal Contracts will be used in individual student conferences to establish goals and guidelines for each student. (Classroom Teachers/Master Teachers/Leadership Team) Data meetings will be held with individual teachers and the Leadership Team to analyze student progress. <p>Students not meeting progress by November will be placed on intervention teams as well as receive an additional 45 minutes of Classworks each week.</p> <p>Responsible – Classroom Teachers/Master Teachers/Principal</p>

8. Administer Math MAP testing in Fall, Winter, and early Spring. Results will be analyzed and the next steps will be determined.	Classroom Teachers Master Teachers Leadership Team Principal	September 2008	<p>Math must be monitored to determine progress and data analyzed to determine next steps to ensure student achievement continues to improve.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Data sheets will be completed after each administration of the MAP test in order to look at RIT bands in Des Carte to develop a portfolio for each child. • Intervention lessons will be used by Reading Interventionist to enhance proficient and advanced student performance. • Leadership Team will conduct individual teacher conferences to plan for changes in instruction due to progress made on MAP test. • Goal setting conferences will be help with each child to monitor student progress. <p>Students who do not make gains by December administration will be assigned additional Classworks Lab time and Intervention time with Special Area Teachers.</p> <p>Responsible – Principal/Classroom Teacher/ Leadership tam/Reading Intervention Teacher/Related Arts Teachers</p>
9. Monthly curriculum nights will be held. Academic Expo will be held at the end of the year.	Classroom Teachers Master Teachers Principal Assistant Principal	Sept. 2008	<p>Monthly curriculum nights will increase parental awareness and involvement in student achievement.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Teachers will turn in agendas outlining the standards and strategies to be presented each month. • Standards presented will be aligned to pre and post test given during the month. Data will be charted to analyze impact. <p>Follow up strategies will be compiled and presented during Saturday School.</p> <p>Responsible Principal/Master Teachers/Classroom Teachers/Assistant Principal</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 3: Goal 3: By April 1, 2009, 70% of the targeted students that scored Below Basic or Basic on 2008 PACT in grades 3-5 will demonstrate an average increase in their over all MAP Science score by the predetermined growth rate as measured by the Spring MAP test. Science achievement calculations were determined according to NWEA National Growth Norms

Grade 3	11 points
Grade 4	9 points
Grade 5	9 points

Strategy <i>List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.</i>	Person(s) Responsible <i>(Position/Name)</i>	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. All Science teachers will use the Anderson 5 curriculum, science kits, and AIMS Science lessons for science instruction.	Classroom Teachers Master Teachers	August 2008	<p>Students need hands-on experiences to develop and internalize science concepts.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Data sheets will be completed after each administration of the MAP test in order to look at RIT bands in Des Carte to develop portfolio for each child. • Lesson Plans will be reviewed weekly by the Leadership Team and feedback will be given to classroom teachers. • Leadership Team will conduct formal observations and walk through observations that will focus on the use of exploration lessons from Anderson 5 and AIMS. • Goal setting conferences will be help with each child to monitor student progress. <p>Responsible – Classroom Teachers, Master Teachers, Administrative Staff</p>

<p>2. Cluster groups will meet weekly for professional development on small group instruction, science kits, research based strategies, and AIMS science lessons.</p>	<p>Master Teachers Principal Leadership Team</p>	<p>August 2008</p>	<p>Cluster groups will analyze student trends in relationship to growth due to the use of small group instruction, science kits, research based strategies, and AIMS science</p> <p>Documentation</p> <ul style="list-style-type: none"> • Trend Charts will be kept in the teachers' data notebooks. These will be analyzed each week in cluster to make adjustments to classroom instruction. (Master Teachers/Classroom Teachers, Leadership Team) • Growth Charts/ Student Goal Contracts will be used in individual student conferences to establish goals and guidelines for each student. (Classroom Teachers/Master Teachers/Leadership Team) • Cluster meeting records and agendas will be used each week to ensure the teachers have the critical attributes needed for maximizing effectiveness of the strategy. (Master Teachers/Leadership Team) • Leadership Team Logs will be used to ensure the team's focus continues to be on field testing the strategy and making adjustments according to student trends. (Principal) • Focused walk through observations will be used to guide individual teacher conferences. These conferences will focus on sound instructional pedagogy from the instructional rubric. (Leadership Team) • Classworks reports will be used to individualize the prescriptive remediation and acceleration programs for students. • The Des Carte will be used to develop portfolios for each child to ensure individual instruction that will increase student achievement. These will be reviewed with children each MAP benchmark testing. (Classroom teachers/Master Teachers/Intervention Teachers/Principal) <p>Students not making gains by December of 2008 will be scheduled for an intervention block at the end of the day.</p> <p>Responsible – Principal/Master Teachers/Classroom Teachers/Related Arts Teachers</p>
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<p>3. Cluster meetings will provide professional development on small group instruction, science kits, research based strategies, and AIMS science lessons.</p>	<p>Master Teachers Classroom Teachers Leadership Team</p>	<p>August 2008</p>	<p>Cluster groups will analyze student trends in relationship to growth due to the use small group instruction, science kits, research based strategies, and AIMS science</p> <p>Documentation</p> <ul style="list-style-type: none"> • Trend Charts will be kept in the teachers' data notebooks. These will be analyzed each week in cluster to make adjustments to classroom instruction. (Master Teachers/Classroom Teachers, Leadership Team) • Growth Charts/ Student Goal Contracts will be used in individual student conferences to establish goals and guidelines for each student. (Classroom Teachers/Master Teachers/Leadership Team) • Cluster meeting records and agendas will be used each week to ensure the teachers have the critical attributes needed for maximizing effectiveness of the strategy. (Master Teachers/Leadership Team) • Leadership Team Logs will be used to ensure the team's focus continues to be on field testing the strategy and making adjustments according to student trends. (Principal) • Focused walk through observations will be used to guide individual teacher conferences. These conferences will focus on sound instructional pedagogy from the instructional rubric. (Leadership Team) • Classworks reports will be used to individualize the prescriptive remediation and acceleration programs for students. • The Des Carte will be used to develop portfolios for each child to ensure individual instruction that will increase student achievement. These will be reviewed with children each MAP benchmark testing. (Classroom teachers/Master Teachers/Intervention Teachers/Principal) <p>Students not making gains by December of 2008 will be scheduled for an intervention block at the end of the day.</p> <p>Responsible – Principal/Master Teachers/Classroom Teachers/Related Arts Teachers</p>
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<p>4. All science teachers will provide small group instruction daily to all students grades 5K-5.</p>	<p>Classroom Teachers Leadership Team Principal</p>	<p>August 2008</p>	<p>Small group instruction will provide the teacher with the opportunity for differentiation of instruction for all students. Small group instruction will allow students to progress at an individual rate.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Lesson plans will be review each week to provide feedback on small group instruction. • Walk through observations will be used to develop coaching sessions for teachers. • Teacher made pre and post tests will be used to monitor student progress. (Classroom Teachers/Master Teachers) • Classworks reports will be used to individualize the prescriptive remediation and acceleration programs for students. (Leadership Team/Master Teachers) <p>Students who are not making progress by November will be assigned to an intervention team. District developed intervention lessons will be used along with the Des Carte in order to individualize instruction.</p> <p>Responsible – Classroom Teachers/Leadership Team/Principal</p>
<p>5. All Science teachers will observe model lessons by Master Teachers using small group instruction monthly.</p> <ul style="list-style-type: none"> • Teachers will complete observation form noting the impact of instruction on student engagement and mastery. Teachers will identify critical attributes of presenting instructional content and grouping during the model. • Collaborative groups will compare observations in curriculum meetings each week. 	<p>Master Teachers Principal</p>	<p>Sept. 2008</p>	<p>In all new learning the clear model and dialogue will provide teachers an opportunity to process the information.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Observation forms will be completed by the classroom teachers and reviewed weekly by the Leadership Team to develop coaching plans. • Focused walk through observations will be completed by the Leadership Team and reviewed on a monthly basis in order to adjust model lesson for areas of need. <p>Students who are not making progress by November will be assigned to an intervention team. District developed intervention lessons will be used along with the Des Carte in order to individualize instruction.</p> <p>Responsible – Classroom Teachers, Principal, Master Teachers, Leadership Team</p>

<p>6. All Science teachers will maintain a data notebook with the following:</p> <ul style="list-style-type: none"> • PACT results, if available, • MAP results, • Student trend sheets, • pre/post test results, • goal setting forms 	Science Teachers	Sept. 2008	<p>The teachers need to analyze a variety of data to monitor reading progress and determine individual and/or group needs.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Trend Charts will be kept in the teachers' data notebooks. These will be analyzed each week in cluster to make adjustments to classroom instruction. (Master Teachers/Classroom Teachers, Leadership Team) • Growth Charts/ Student Goal Contracts will be used in individual student conferences to establish goals and guidelines for each student. (Classroom Teachers/Master Teachers/Leadership Team) • Data meetings will be held with individual teachers and the Leadership Team to analyze student progress. <p>Students not meeting progress by November will be placed in intervention teams focusing on specific areas of identified weakness using Des Carte and MAP results.</p> <p>Responsible – Classroom Teachers/Master Teachers/Principal</p>
<p>7. Administer Science MAP testing in Fall, Winter, and early Spring. Results will be analyzed and next steps will be determined.</p>	Leadership Team	Sept. 2008	<p>Science must be monitored to determine progress and data analyzed to determine next steps to ensure student achievement continues to improve.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Data sheets will be completed after each administration of the MAP test in order to look at RIT bands in Des Carte to develop a portfolio for each child. • Intervention lessons will be used by Reading Interventionist to enhance proficient and advanced student performance. • Leadership Team will conduct individual teacher conferences to plan for changes in instruction due to progress made on MAP test. • Goal setting conferences will be help with each child to monitor student progress. <p>Students who do not make gains by December administration will be assigned additional Classworks Lab time and Intervention time with Special Area Teachers.</p> <p>Responsible – Principal/Classroom Teacher/ Leadership tam/Reading Intervention Teacher/Related Arts Teachers</p>

8. Monthly curriculum nights will be held. Academic Expo will be held at the end of the year.	Classroom Teachers Master Teachers Principal Assistant Principal	Sept. 2008	<p>Monthly curriculum nights will increase parental awareness and involvement in student achievement.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Teachers will turn in agendas outlining the standards and strategies to be presented each month. • Standards presented will be aligned to pre and post test given during the month. Data will be charted to analyze impact. <p>Follow up strategies will be compiled and presented during Saturday School.</p> <p>Responsible Principal/Master Teachers/Classroom Teachers/Assistant Principal</p>
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1: By April 1, 2009, the school will meet the 3 student achievement goals stated in this plan by the principal focusing on the use of teacher data to drive classroom instruction.

Goal 1: By April 1, 2009, 70% of the targeted students that scored Below Basic or Basic on 2008 PACT in grades 3-5 will demonstrate an average increase in their over all MAP Reading score by the predetermined growth rate as measured by the Spring MAP test. Reading achievement calculations were determined according to NWEA National Growth Norms.

Grade 3	11 points
Grade 4	9 points
Grade 5	8 points

Goal 2: By April 1, 2009, 70% of the targeted students that scored Below Basic or Basic on 2008 PACT in grades 3-5 will demonstrate an average increase in their over all MAP Math score by the predetermined growth rate as measured by the Spring MAP test. Math achievement calculations were determined according to NWEA National Growth Norms.

Grade 3	13 points
Grade 4	11 points
Grade 5	11 points

Goal 3: By April 1, 2009, 70% of the targeted students that scored Below Basic or Basic on 2008 PACT in grades 3-5 will demonstrate an average increase in their over all MAP Science score by the predetermined growth rate as measured by the Spring MAP test. Science achievement calculations were determined according to NWEA National Growth Norms.

Grade 3	11 points
Grade 4	9 points
Grade 5	9 points

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Hold an initial meeting to analyze PACT 08 data.	Principal	Sept./ Oct. 2008	Teachers need guidance in analyzing data and making decisions about the specific path instruction should take. <ul style="list-style-type: none"> Data sheets will be completed to make comparisons of student data from 07 to 08. Leadership team will meet with each grade level to begin a plan of implementation of new strategies.

			<ul style="list-style-type: none"> Goal setting sheets will be completed by each teacher
			Responsible - Principal
2. The principal, along with the School Leadership Team, will analyze all aspects of the school, including test scores, environment surveys, parent surveys, etc. to determine strength, weaknesses and strategies to overcome deficiencies.	Principal	Sept. 2008	<p>Data notebooks will be analyzed to determine instructional strengths and weaknesses in order to plan professional development opportunities that would enhance student achievement.</p> <p>Documentation –</p> <ul style="list-style-type: none"> The Leadership Team will meet each week to review the Walk-through Forms and Observations to analyze the Refinement and Reinforcement areas of the teaching staff. (Walk-through forms, Observation Forms, Leadership Team Meeting Minutes- Scott) When necessary, the Master Teachers will provide additional assistance to teachers who continue to have the same areas of Refinement. The principal will follow up by meeting with any teacher who is not progressively improving to provide individual assistance based on their needs, and will document the meeting in writing. <p>Responsible – Principal/Assistant Principal/Master Teachers</p>

<p>3. Require all teachers to maintain a data notebook to include:</p> <p>ELA – MAP scores, STAR Reading results, Classworks, Reading results, various reading assessments, reading/writing conference forms, individual student goals sheets, and any anecdotal records.</p> <p>Math – MAP scores, STAR Math results, pre/post testing results, individual student goals sheet</p> <p>Science – MAP scores, pre/post test results, individual student goal sheets, and any other classroom/teacher assessments</p>	Principal	August 2008	<p>The teachers need to analyze a variety of data to monitor reading progress and determine individual and/or group needs.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Trend Charts will be kept in the teachers' data notebooks. These will be analyzed each week in cluster to make adjustments to classroom instruction. (Master Teachers/Classroom Teachers, Leadership Team) • Growth Charts/ Student Goal Contracts will be used in individual student conferences to establish goals and guidelines for each student. (Classroom Teachers/Master Teachers/Leadership Team) • Cluster meeting records and agendas will be used each week to ensure the teachers have the critical attributes needed for maximizing effectiveness of the strategy. (Master Teachers/Leadership Team) • Leadership Team Logs will be used to ensure the team's focus continues to be on field testing the strategy and making adjustments according to student trends. (Principal) • Focused walk through observations will be used to guide individual teacher conferences. These conferences will focus on sound instructional pedagogy from the instructional rubric. (Leadership Team) • Classworks reports will be used to individualize the prescriptive remediation and acceleration programs for students. • The Des Carte will be used to develop portfolios for each child to ensure individual instruction that will increase student achievement. These will be reviewed with children each MAP benchmark testing. (Classroom teachers/Master Teachers/Intervention Teachers/Principal) <p>Responsible - Principal</p>
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<p>4. Meet three times during the year with teachers to discuss student data and teachers' next steps using the teacher data notebook.</p> <ul style="list-style-type: none"> Keep a sample copy of the teacher data reflection sheet in the Principal Data Notebook 	Principal	August 2008	<p>The principal will be able to better monitor student achievement in each classroom by meeting and having routine discussions with the teachers about their data and what their next steps will be for continuing student achievement.</p> <p>Documentation - Principal Data Notebook with teacher data samples will be maintained</p> <p>Responsible - Principal</p>
<p>5. Do weekly informal walkthroughs and provide instructional feedback to teachers:</p>	Principal	August 2008	<p>The information gathered from formal and informal observations will inform Cluster Action Plans.</p> <ul style="list-style-type: none"> At the Leadership Team meeting each week, the team will outline a drop-in schedule for the week and will implement it during the week. A master calendar of all observations and the times they are held will be compiled by the Leadership Team Follow up will occur at the next administrative team meeting to review the Walk-through Forms and Observations to develop an Action Plan for Cluster Meetings.
<p>6. Do a minimum of 4 formal observations on all certified staff. Enter this data in the Teacher Advancement Program (TAP).</p> <ul style="list-style-type: none"> Create yearlong observation schedule Enter results in TAP database Monitor data through the reports available on this program. Discuss data with Leadership Team to determine next steps/focus for professional development 	Principal	August. 2008	<p>The Leadership Team will review teacher data monthly from Reports section of CODE to determine focus of professional development needs.</p> <p>Documentation</p> <ul style="list-style-type: none"> At the Leadership Team meeting each week, the team will outline a drop-in schedule for the week and will implement it during the week. A master calendar of all observations and the times they are held will be compiled by the Leadership Team Follow up will occur at the next administrative team meeting to review the Walk-through Forms and Observations to develop an Action Plan for Cluster Meetings. <p>Responsible - Principal</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2: By March 1, 2009, the school will meet the 3 student achievement goals stated in this plan, by the principal planning, scheduling, and monitoring appropriate professional development opportunities for the staff.

Goal 1: By April 1, 2009, 70% of the targeted students that scored Below Basic or Basic on 2008 PACT in grades 3-5 will demonstrate an average increase in their over all MAP Reading score by the predetermined growth rate as measured by the Spring MAP test. Reading achievement calculations were determined according to NWEA National Growth Norms.

Grade 3	11 points
Grade 4	9 points
Grade 5	8 points

Goal 2: By April 1, 2009, 70% of the targeted students that scored Below Basic or Basic on 2008 PACT in grades 3-5 will demonstrate an average increase in their over all MAP Math score by the predetermined growth rate as measured by the Spring MAP test. Math achievement calculations were determined according to NWEA National Growth Norms.

Grade 3	13 points
Grade 4	11 points
Grade 5	11 points

Goal 3: By April 1, 2009, 70% of the targeted students that scored Below Basic or Basic on 2008 PACT in grades 3-5 will demonstrate an average increase in their over all MAP Science score by the predetermined growth rate as measured by the Spring MAP test. Science achievement calculations were determined according to NWEA National Growth Norms.

Grade 3	11 points
Grade 4	9 points
Grade 5	9 points

Strategy <i>List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.</i>	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. The principal will schedule appropriate staff development to meet the needs determined by the assessment of data such as test scores, observations, and surveys, using surveys/feedback to evaluate the effectiveness of professional development	Principal	May 2008 and again in Aug. 08	The Staff Development Plan is to provide the opportunity for improved curriculum and instruction, to create elemental shifts in how teachers deliver information to students, and to create an environment in which teachers are open to learning about and trying new educational strategies.

activities.			<ul style="list-style-type: none"> Teachers, with the help of the Leadership Team, use the school plan, cluster goals, and any teacher evaluation information from individual observations to establish Individual Growth Plans. Individual Staff Development Plans will be developed with teachers who are not progressively improving to provide individual assistance based on their needs. Sign-in sheets will be collected to document attendance. Feedback sheets will be collected from participants, and will be analyzed to determine the effectiveness of the course.
2. The principal will make available a collection of courses, for teachers that align professional development with instructional practice to build content knowledge and practical techniques to enhance student achievement.	Principal	July 2008	Professional development needs to be planned around specific needs of the school and the staff. Documentation – Professional Development Plan, Feedback forms Responsible –Principal
3. Hire substitutes to provide time for teachers to analyze the implementation of new strategies in classrooms with Principal and master. Substitutes will provide release time for teachers to attend appropriate staff development and prepare collaborative staff development for peer teachers.	Principal	July 2008 As needed	The teachers will use the classroom release time for collaboration of small group instruction, use of manipulatives, hands-on science, and other new instructional strategies. Documentation <ul style="list-style-type: none"> Sign-in sheets will be collected to document attendance. PPT of staff development Teacher reflection sheets from data meeting will be place in data notebooks. Feedback sheets will be collected from participants, and will be analyzed to determine the effectiveness of the staff development. Responsible – Principal, Bookkeeper
4. All teachers' lesson plans will be monitored weekly for indication of small group instruction, use of manipulatives, and hands-on science activities, as well as implementation of new strategies.	Principal and Master Teachers	Aug. 2008	The teachers need to be sure they specifically plan for small group instruction, use of manipulatives, and hands-on science. Documentation Copies of lesson plan feedback will be reviewed each week during Leadership to provide feedback on small group instruction, use of manipulatives, and implementation of new strategies. A schedule of model lessons will be set up to provide coaching for classroom teachers. Responsible – Principal and Master Teachers

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 1: By April 1, 2009, the district administration of FD3 will demonstrate support of the academic achievement student goals and the principal goals at LCE by providing on-site support and resources to monitor educator and student performance as measured by the student achievement goals listed below.

Goal 1: By April 1, 2009, 70% of the targeted students that scored Below Basic or Basic on 2008 PACT in grades 3-5 will demonstrate an average increase in their overall MAP Reading score by the predetermined growth rate as measured by the Spring MAP test. Reading achievement calculations were determined according to NWEA National Growth Norms.

Grade 3	11 points
Grade 4	9 points
Grade 5	8 points

Goal 2: By April 1, 2009, 70% of the targeted students that scored Below Basic or Basic on 2008 PACT in grades 3-5 will demonstrate an average increase in their overall MAP Math score by the predetermined growth rate as measured by the Spring MAP test. Math achievement calculations were determined according to NWEA National Growth Norms.

Grade 3	13 points
Grade 4	11 points
Grade 5	11 points

Goal 3: By April 1, 2009, 70% of the targeted students that scored Below Basic or Basic on 2008 PACT in grades 3-5 will demonstrate an average increase in their overall MAP Science score by the predetermined growth rate as measured by the Spring MAP test. Science achievement calculations were determined according to NWEA National Growth Norms.

Grade 3	11 points
Grade 4	9 points
Grade 5	9 points

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. The district leadership team will provide in-service on the instructional rubric which are components of effective teaching and learning through which are on the walk-about evaluation instrument.	Superintendent/ Beth Wright, Senior Director of Accountability/ Laura Hickson,	Aug. 2008	The district' leadership team will ensure that LCE's school leadership team will participate in on-going in-services on the instructional rubric. Follow up meetings will be scheduled based on the minutes of the previous meeting. Minutes and agendas will be maintained for documentation purposes. The school leadership team will train the

	Senior Director of Academic Improvement/ Dianne Oliver, Senior Director of Student Services/ Yvonne Scott District-hired Consultant/ Patricia Chandler, Senior Director of Special Services/ Juanita Wilson, Senior Director of Instruction/ Barbara Woodbury		teachers on components of effective teaching and learning during cluster meetings based on the information obtained from the district rubric training. This will be documented in their cluster meeting record. The components of the instructional rubric are on FSD3's walk-about instrument used for teacher observations. (Barbara Woodbury)
2. The district leadership team will attend school level cluster meetings once a month.	Superintendent/ Beth Wright, Senior Director of Accountability/ Laura Hickson, Senior Director of Academic Improvement/ Dianne Oliver, Senior Director of Student Services/ Yvonne Scott District-hired Consultant/ Patricia Chandler, Senior Director of Special Services/ Juanita Wilson, Senior Director of Instruction/ Barbara Woodbury	Sept. 2008	The district' leadership team will ensure that LCE provides weekly cluster meetings at the school level. Evidence of this will be noted in their cluster meeting minutes. (Barbara Woodbury)

3. The district leadership team will conduct periodic site visits (a minimum of 20 per semester) to LCE using FSD3 “Walk-About” observation instrument and provide feedback to the building principal.	Superintendent/ Beth Wright, Senior Director of Accountability/ Laura Hickson, Senior Director of Academic Improvement/ Dianne Oliver, Senior Director of Student Services/ Yvonne Scott District-hired Consultant/ Patricia Chandler, Senior Director of Special Services/ Juanita Wilson, Senior Director of Instruction/ Barbara Woodbury	Sept. 2008	The district leadership team will visit LCE school as a team and individually to observe teachers and provide written instructional feedback. Copies of “Walk-About” observation forms along with feedback will be given to teachers as well as kept on file in the office as documentation. A minimum of 20 observations per semester will be conducted by the district. Suggestions and/or recommendations will be noted on the walk-about form, if needed. (Barbara Woodbury)
4. The district leadership team will provide three Master teachers at the school level in order for LCE to better implement the TAP instructional rubric.	Superintendent/ Beth Wright	August 2008	The superintendent will hire three master teachers. There will be a master teacher for each content or grade span area. The Master teachers will be responsible for conducting cluster meetings, modeling best practices instructional strategies, and supporting teachers. (Barbara Woodbury)
5. The district leadership team will collaborate with the LCE leadership team to analyze data for the improvement of instructional programs and implementation effective resources to strengthen student achievement.	Beth Wright, Superintendent Laura Hickson, Senior Director of Accountability Diane Oliver, Yvonne Scott, Senior Director of Student Services, Patricia Chandler, district –hired consultant Juanita Wilson, Senior Director of Special Services Barbara Woodbury, Senior Director of Curriculum & Instruction	August 2008	The district leadership team will meet a minimum of quarterly with the LCE leadership team and analyze assessment data, both for targeted populations and school-wide data. Copies of minutes, agendas, power points, assessment data, charts/graphs, ...will be maintained as documentation (Barbara Woodbury).

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 2: By April 1, 2009, the district administration of FD3 will demonstrate support of the academic achievement student goals and the principal goals at LCE by providing the funds for the necessary resources, cluster planning time, and professional development necessary to effectively implement instructional strategies necessary to meet the student achievement goals.

Goal 1: By April 1, 2009, 70% of the targeted students that scored Below Basic or Basic on 2008 PACT in grades 3-5 will demonstrate an average increase in their overall MAP Reading score by the predetermined growth rate as measured by the Spring MAP test. Reading achievement calculations were determined according to NWEA National Growth Norms.

Grade 3	11 points
Grade 4	9 points
Grade 5	8 points

Goal 2: By April 1, 2009, 70% of the targeted students that scored Below Basic or Basic on 2008 PACT in grades 3-5 will demonstrate an average increase in their overall MAP Math score by the predetermined growth rate as measured by the Spring MAP test. Math achievement calculations were determined according to NWEA National Growth Norms.

Grade 3	13 points
Grade 4	11 points
Grade 5	11 points

Goal 3: By April 1, 2009, 70% of the targeted students that scored Below Basic or Basic on 2008 PACT in grades 3-5 will demonstrate an average increase in their overall MAP Science score by the predetermined growth rate as measured by the Spring MAP test. Science achievement calculations were determined according to NWEA National Growth Norms.

Grade 3	11 points
Grade 4	9 points
Grade 5	9 points

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation
List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.			<i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. The district leadership team will collaborate with the leadership team at LCE every 9 weeks to identify and provide resources to schools that will help ensure effective implementation of the A-5 curriculum that will be used to teach the S.C. academic standards.	Superintendent/ Beth Wright, Senior Director of Accountability/ Laura Hickson, Senior Director of	July 2008	The district' leadership team will ensure that LCE receives necessary instructional resources in order for the school to fully teach the S.C. academic standards through the continued implementation of the A-5 curriculum to improve student achievement. (Barbara Woodbury)

	Academic Improvement/ Dianne Oliver, Senior Director of Student Services/ Yvonne Scott District-hired Consultant/ Patricia Chandler, Senior Director of Special Services/ Juanita Wilson, Senior Director of Instruction/ Barbara Woodbury		
2. The district leadership team will create and work with Content Teams to use the district's compilation of Anderson 5 Curriculum changes, additions, and revisions to develop new ELA, Math, and Science lessons/units.	Superintendent/ Beth Wright, Senior Director of Accountability/ Laura Hickson, Senior Director of Academic Improvement/ Dianne Oliver, Senior Director of Student Services/ Yvonne Scott District-hired Consultant/ Patricia Chandler, Senior Director of Special Services/ Juanita Wilson, Senior Director of Instruction/ Barbara Woodbury	July 2008	The Content Teams will collaborate 3 times a year to develop necessary changes, additions, and revisions in the Anderson 5 curriculum which will be linked directly to the SC academic standards. If new lessons or units need to be written, this will be done in order to fully implement and accomplish their stated goals. (Barbara Woodbury)

3. The district leadership team will survey the administrators, teachers, and paraprofessionals to help determine current professional development needs of the staff to assist them with the implementation of the A-5 curriculum that will be used to teach the SC academic standards.	Superintendent/ Beth Wright, Senior Director of Accountability/ Laura Hickson, Senior Director of Academic Improvement/ Dianne Oliver, Senior Director of Student Services/ Yvonne Scott District-hired Consultant/ Patricia Chandler, Senior Director of Special Services/ Juanita Wilson, Senior Director of Instruction/ Barbara Woodbury	Sept. 2008	The district's leadership team will assist in determining LCE's professional development needs in order to support and assist in providing what is needed for the staff to fully implement and accomplish their goals that will increase student achievement. District leaders will administer school leaders and teachers the Implementation of FCSD3 Designated Curriculum for PK-8 based on the Anderson 5 Implementation Rubric to rate the overall Anderson 5 implementation process twice a year. (Barbara Woodbury)
4. Based on the professional development needs from the survey, the district leadership team will provide funds for teachers and the leadership team to participate in on-going professional development that supports the use of best practices for teaching and learning that will improve student achievement.	Superintendent/ Beth Wright, Senior Director of Accountability/ Laura Hickson, Senior Director of Academic Improvement/ Dianne Oliver, Senior Director of Student Services/ Yvonne Scott District-hired Consultant/ Patricia Chandler, Senior Director of Special Services/ Juanita Wilson, Senior Director of Instruction/ Barbara Woodbury	Sept. 2008	The district' leadership team will ensure funding that allows LCE to participate in on-going professional development on best practices for teaching and learning of the academic standards through the implementation of A-5 Curriculum. Feedback/evaluation forms from participants will be kept on file. District leaders will administer school leaders and teachers the Implementation of FCSD3 Designated Curriculum for PK-8 based on the Anderson 5 Implementation Rubric to rate the overall Anderson 5 implementation process. (Barbara Woodbury)

5. The district will provide funding for additional cluster meetings outside the school day for curriculum planning to help ensure implementation of SC academic standards and successful instructional strategies.	Beth Wright, Superintendent	September 2008	The district will maintain stipend forms and certificates of recognition for participation in additional contributions to increased student achievement as documentation. Agendas for each cluster meeting will also be maintained. (Barbara Woodbury).
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**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation**

**Title and Description of Each Program and Initiative
Included in the FSRP**

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

Activities Integrating Math and Science – AIMS – is a program that uses a hands-on approach to teaching math and science.

Cluster Meetings are a part of the TAP program. They are the professional development meetings of teachers during the school day to work on instructional strategies to be implemented into the classrooms.

Cluster Meeting Records are the Master Teachers' lesson plans for the cluster meetings.

Measures of Academic Progress – MAP is a computerized assessment program aligned to the State standards. This data is correlated to the PACT data. Growth charts and other important tools are available to assist the teachers and administrators in interpreting the data and making informed decisions about student performance. Data reports are available for teachers and administrators to analyze test data. The DesCartes is a manual used by the staff to identify which standards the students have mastered and on which standards the students need to focus. Parent reports are also available to keep the parent informed of the child's progress.

Palmetto Achievement Challenge Test – PACT – is the state test taken in elementary grades 3-5.

Plato – Plato is a computer based reading, math, science, and social studies program. Progress reports are available to monitor student progress. The students are scheduled in computer labs to work on this program.

Star Reading is a computerized reading comprehension assessment program. The students take this assessment monthly when they rotate through the computer lab. Teacher and parent reports are available in order to monitor student progress.

Star Math is a computerized math assessment program. The students take this assessment monthly when they rotate through the computer lab. Teacher and parent reports are also available in order to monitor student progress.

Teacher Advancement Program – TAP - is a five year grant designed to improve student achievement. This program focuses on opportunities for multiple career paths, on-going applied professional development, and performance based compensation. TAP helps teachers become the best teachers they can by giving them opportunities to learn better teaching strategies and holding them accountable for their performance. The TAP program helps attract, retain, develop, and motivate highly, effective teachers that are needed to ensure that all children receive a quality education and that the school improves student achievement. It also allows teachers time to learn new techniques and strategies that would help them become better teachers and time to collaborate with each other or to learn from those with more experience. TAP restructures the school schedule to provide time during the regular school day for teachers to meet, learn, plan, mentor and share with other teachers, so they can constantly improve the quality of their instruction and hence, increase their students' academic achievement. Teachers also use data to target the areas of need in order to improve student achievement. The program at Lake City Elementary school has two master teachers. The master teachers along with the principal form the school's leadership team. The master teachers were hired by grade levels, grades 4K – 1 and grades 2 – 5. Both master teachers focus on math and reading. The district plans to add a third master teacher to assist in focusing on Science.